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ASSIGNMENT BOOKLET 4A

0803 Social Studies 8
Module 4

FOR STUDENT USE ONLY

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Teacher's Comments

_____
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These instructions are for students registered with the Alberta Distance Learning Centre.

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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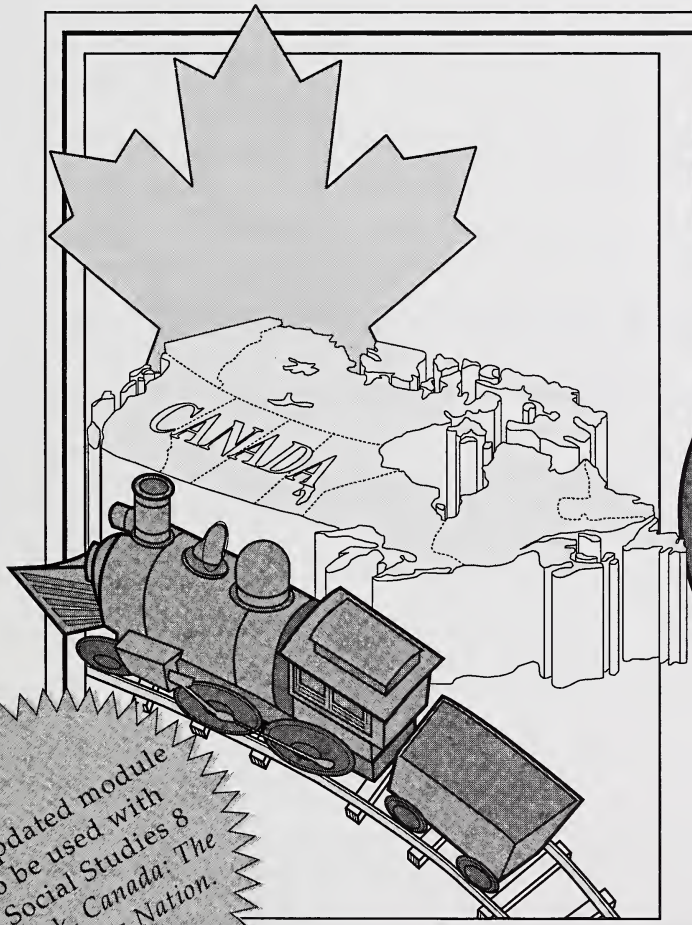
S·O·C·I·A·L S·T·U·D·I·E·S 8



This updated module is to be used with the Social Studies 8 textbook, *Canada: The Making of a Nation.*

Module 4: Canada's Nationhood

Assignment Booklet 4A

Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	25	
Section 2 Assignment	25	
	50	

Teacher's Comments

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Parents	
General Public	
Other	

Social Studies 8
Module 4: Canada's Nationhood
Assignment Booklet 4A
Learning Technologies Branch
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ASSIGNMENT BOOKLET 4A
SOCIAL STUDIES 8 – MODULE 4
CANADA'S NATIONHOOD

Your mark on this module will be determined by how well you do your assignments in the Assignment Booklets.

Work slowly and carefully. If you are having difficulty, go back and review the appropriate section.

There are two section assignments in this Assignment Booklet. The total value of these assignments is 50 marks. The value of each assignment is stated in the left margin.

Be sure to proofread each assignment carefully.

Section 1 Assignment: Expansion and Rebellion

25

10

Read all parts of your assignment carefully and record your answers in the appropriate places.

Decide which of the choices **best** completes each of the following statements. Circle the appropriate letter to indicate your choice.

1. On what fact is the policy of bilingualism in Canada based?

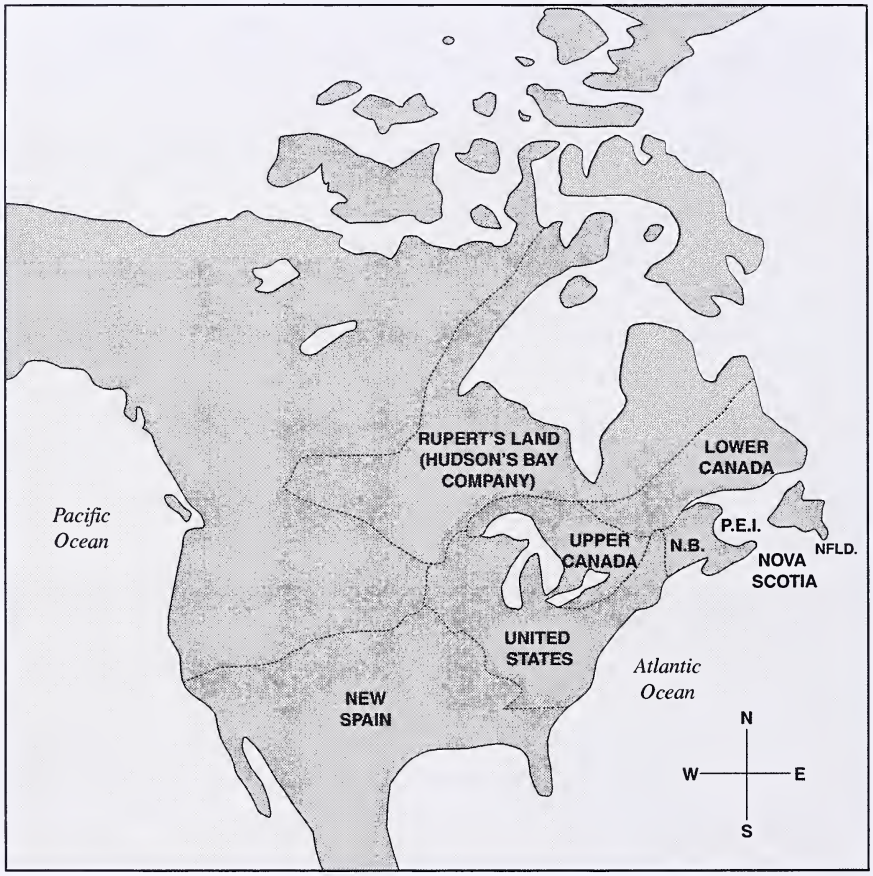
   A. The English wanted to promote the idea that French and English were equal.
   B. The two largest European groups agreed that it was wise to learn each other's language.
   C. The English wanted to encourage people to learn French because it is a major European language.
   D. The two largest European groups that originally settled in Canada were the English and the French.

2. What law gave the French the right to keep and protect their language and culture after the British conquest of Quebec?

   A. Constitution Act, 1791
   B. Quebec Act, 1774
   C. BNA Act, 1867
   D. Bill 101, 1977

Use the following map to answer question 3.

North America, 1800



3. The map shows the political regions of North America in 1800. Which regions were examples of British colonies?

   A. Nova Scotia, United States, New Spain
   B. Rupert's Land, Lower Canada, Nova Scotia
   C. New Spain, New Brunswick, Prince Edward Island
   D. Newfoundland, Upper Canada, Nova Scotia

4. In both Upper and Lower Canada, the provisions of the Constitution Act, 1791 gave rise to rule by a

   A. dictator
   B. majority
   C. few people
   D. democratic government

5. The small governing group that controlled Upper Canada in the early 1800s was the

   A. Upper Canada Council
   B. Legislative Assembly
   C. Family Compact
   D. Chateau Clique

6. Who was the leader in the struggle for reform in Lower Canada in the early 1800s?

   A. Robert Gourlay
   B. Louis Lafontaine
   C. Louis-Joseph Papineau
   D. William Lyon Mackenzie

7. Who was the newspaper editor in Upper Canada who spurred radical reformers to rebellion in 1837?

   A. William Lyon Mackenzie
   B. Louis-Joseph Papineau
   C. Francis Bond Head
   D. Bishop Strachan

8. The powerful group in control of the Legislative and Executive Councils in Lower Canada in the early 1800s was known as the

   A. Parti Rouge
   B. Chateau Clique
   C. Parti Patriote
   D. Family Compact

9. How were the members who made up the Family Compact councils and the Chateau Clique councils similar?

   A. They were elected by the colonists.
   B. They were appointed by the governor.
   C. They wanted responsible government for the colonists.
   D. They ruled the colonies without any connection to British rule.

10. The Family Compact councils and the Chateau Clique councils could veto the decisions of representatives elected to the government body that was called the

    A. appointed council
    B. advisory board
    C. assembly
    D. colonial administration

5

11. People in both Upper and Lower Canada were frustrated by the lack of reform and, as a result, rebellions broke out in both colonies in 1837.

    a. What was the main grievance of the reformers in both Upper and Lower Canada?

    _____

    _____

    _____

    _____

    b. In your opinion, is rebellion against a government ever justified? Why or why not?

    _____

    _____

    _____

    _____

    _____

    _____

    _____

3

12. The British government sent Lord Durham to investigate the reasons for the discontent in Upper and Lower Canada.

    a. What were Lord Durham's recommendations?

    _____

    _____

    _____

    _____

    b. What was Lord Durham's attitude toward the French?

    _____

    _____

    _____

    _____

1

13. Place the following events in the order that they occurred by numbering them from 1 to 6.

_____ The Act of Union is passed.

_____ Lord Durham recommends responsible government.

_____ Reformers win a majority in the election.

_____ Lord Durham investigates problems in Upper and Lower Canada.

_____ Lord Elgin signs the Rebellion Losses Bill.

_____ Rebellions occur in Upper and Lower Canada.

4

14. Responsible government in Canada became a reality when Lord Elgin signed the Rebellion Losses Bill in 1849.

a. Why was the signing of the Rebellion Losses Bill a difficult choice for Lord Elgin?

_____

_____

_____

_____

b. Why did Lord Elgin choose to sign the Rebellion Losses Bill?

_____

_____

_____

_____

2

15. Why was the granting of responsible government significant to Canada's political development?

_____

_____

_____

_____

_____

_____

25

Section 2 Assignment: Expansion and Resistance

Read all parts of your assignment carefully and record your answers in the appropriate places.

2

Fill in the blanks to complete the following brief summary of the struggle for Confederation.

1. a. In the 1860s, Canada consisted of _____ and _____.

   b. Equal representation combined with petty jealousies and religious and cultural differences made it difficult for one party to gain a majority in the Assembly. This resulted in _____ _____, making it impossible to pass laws.

   c. George Brown, leader of the Reformers, John A. Macdonald, leader of the Tories, and George-Etienne Cartier, leader of the Bleus, put aside their political differences and joined forces in order to bring about a solution to the problem. They travelled to _____ in 1864 to make a proposal for union.

   d. They convinced the Maritime representatives that a union of all the British _____ _____ colonies would be a good idea.

2

2. There were both internal and external pressures on the colonies that made them open to the idea of Confederation. List **four** major reasons why the colonies were interested in Confederation.

_____

_____

_____

_____

2

3. a. It was agreed to hold a conference in Quebec City to work out a constitution. The delegates drew up a list of resolutions that had to be accepted by the colonies and by the British government. The British parliament approved the idea of Confederation and in 1867 passed the _____ Act.

   b. This act united the colonies of British North America to form the Dominion of _____.

   c. The first prime minister of the new nation was _____.

   d. The first provinces to join Confederation were _____, _____, _____, and _____.

5

Decide which of the choices **best** completes each of the following statements. Circle the appropriate letter to indicate your choice.

4. An organized effort to overthrow or oppose a ruling power, often violently, is called a

   A. resistance
   B. rebellion
   C. constitutional conference
   D. responsible government

5. The desire of the Canadian government to expand and establish new provinces in the West led to conflict in Assiniboia with the

   A. Métis
   B. fur traders
   C. Scottish settlers
   D. American settlers

6. The following statements were concerns of people living in the North-West in the late 1860s.

   Statement A: They lacked common goals and values.
   Statement B: The buffalo herds were decreasing in size.
   Statement C: Government surveyors were measuring the land in square blocks.
   Statement D: There were rumors of a railroad being built from the East.

   Which of these statements reflect concerns of the Métis living in the Assiniboia area at that time?

   A. A, B, and C
   B. A, B, and D
   C. A, C, and D
   D. B, C, and D

7. In November of 1869, the Métis set up a provisional government for the Red River colony. Who became head of this provisional government?

   A. Louis Riel
   B. Dr. Schultz
   C. Bishop Taché
   D. John A. Macdonald

8. The province that was created as a result of the Red River Resistance was

   A. Ontario
   B. Alberta
   C. Manitoba
   D. Saskatchewan

5 Tell whether each of the following statements is **true** or **false**. If a statement is false, correct it to make it true.

9. By the late 1880s, the Métis and the Aboriginal Peoples living in the North-West were faced with dramatic changes to their way of life. These changes were a result of the following: destruction of the beaver, increasing settlement, and broken promises by the government.

   T _____ **F** _____

   _____

   _____

10. In December 1884, the Métis, the Aboriginal Peoples, and settlers of the North-West tried to bring about change peacefully by sending a petition regarding their concerns to Ottawa.

    T _____ **F** _____

    _____

    _____

11. When Ottawa did not respond to their demands, some of the people of the North-West, led by Louis Riel, resorted to a letter-writing campaign.

    T _____ **F** _____

    _____

    _____

12. To maintain law and order in the North-West, Macdonald created the NWMP.

    T _____ **F** _____

    _____

    _____

13. Rebellion occurs when a group of people, in order to protect their way of life, opposes being taken over by another group. Such opposition might not be organized or violent.

    T _____ **F** _____

    _____

    _____

9

14. On April 1, 1885, armed conflict between the Métis and government forces broke out at Duck Lake. In the weeks that followed, other battles occurred at Frog Lake and at Batoche. The government sent troops to the North-West; and by July, the resistance was over.

Were the Métis justified in their armed resistance when the government failed to negotiate with them?

Write a paragraph in which you respond to this question. Your answer should reflect the reading and thinking you have done in this section.

Submit Assignment Booklet 4A for marking before continuing with Module 4, Section 3.

ASSIGNMENT BOOKLET DECLARATIONS

The Student's Declaration is to be filled in by a student registered at the Alberta Distance Learning Centre. If the student is under 16, the Learning Facilitator's Declaration is to be filled in by the learning facilitator. Failure to complete this page may invalidate the assignment results.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

_____

Student's Signature

LEARNING FACILITATOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.

Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

_____

Supervisor's Signature

If you, the student or learning facilitator, have any comments or observations regarding this module, write them in the following space.

_____

_____

_____

_____

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Social Studies 8
Assignment Booklet 4A
Module 4

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